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AUTHOR	Manzo, A. V.; And Others
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ABSTRACT

Regional conferences on the Right to Read Effort were held with the purpose of having reading specialists address librarians concerning the peoples' right to read. One paper of this volume surveys reading in America, outlines problems of extending the right to read to all, and indicates possible means of action. Another entry views the library as an independent learning center designed to serve undereducated adults, primarily by improving reading skills. The authors urge librarians to expand their supportive role to include the development and certification of planned independent study programs. The overriding purpose of the specialists is to provide ideas to librarians so that they may develop a more explicitly educational function for the library--particularly with reference to advancing the cause of total literacy. (Author/SJ)

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University of Missouri - Kansas City Reading Center

Improvement of Learning Monograph Series No. 1

RE: READING AND THE LIBRARY

cooperatively prepared by:

Manzo, A. V., Sherk, J. K., Leibert, R. E., Mooker, D. W. and Others

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Preface

The library has been called an anachronism. A cultural-academic warehouse. The library has now joined the National Right-to-Read Effort. Hopefully neither the library nor the effort will ever be quite the same.

A.V.M.

RE: READING AND THE LIBRARY...

The Role of the Library in the "Right to Read"

The occasion of these (one-day regional) conferences on the Right to Read Effort suggests that we get quickly to the purpose for having reading specialists addressing themselves to librarians concerning the peoples' Right to Read.

In the most economical fashion, this paper will: (1) survey the current scene in reading in America (2) outline problems facing us in extending the Right to Read to all (3) indicate possible directions for action in the implemention of the Right to Read.

From the earliest days of the Republic, Americans have tried to provide free and liberal education for all children. This fact alone has sustained belief that America is the land of opportunity, not only for our own citizens, but for people the world over. Key among the objectives of the tax-supported public education system has been the attainment of universal literacy. We used to believe we had come very close to accomplishing the goal. Recently, through more sensitive observation procedures, we have begun to understand

that our tax-supported education system has not produced universal literacy. Indications are that there are currently between nine and fourteen million American adults who are unable to read well enough to survive in our highly "symbolic" culture. These undereducated adults are sending children to school who have experienced no reading in their lives. The world of print and the standard English dialect is entirely foreign to them. They, in turn, are not attaining success in school.

The Right-to-Read Effort is aimed at breaking this vicious circle of enslavement to ignorance and poverty.

After Sputnik, James Conant studied American elementary and secondary education: though some of his findings were disputed, one generally accepted fact emerged, and that was that the minimum reading level required for graduation from high school was about sixth grade. Since that time many studies have shown that students who have spent twelve years in our schools actually read below the sixth grade level. In addition, about 700,000 pupils drop out of public school annually. While we do not definitely know the status of their reading when they leave, the evidence we do have (largely from the studies of William S. Gray, sponsored by UNICEF suggests that the vast majority can be considered reading failures; or in Gray's language, "fail to reach reading maturity."

Assuming a minimum sixth grade reading ability for all high school graduates, what relation does that level of competence have to the "survival reading tasks" one faces in the world outside of school?

Razik[1] reports a survey of one hundred urban and rural daily newspapers upon which readability studies were performed showed the following: urban newspapers were written at the nine-ten grade level of reading difficulty; rural papers were written at the eleven-twelve grade level of reading difficulty; conclusion: many important newspaper articles were regularly being written above the reading comprehension level of at least fifty percent of the adult reading population.[2] The National Reading Council, sponsor of this program, released its Survival Literacy Study conducted by the Louis Harris and Associates, Inc. Results: due to reading deficiencies, seven percent of all Americans (roughly fourteen million) have difficulty filling out the equivalent of an application for a Social Security number. Eleven percent have trouble with a personal bank loan form, and thirty-four percent with an application for Medicaid. Statistically, 4.3 million Americans fall into the "low survival threshold" and are considered functionally illiterate in modern society.

Articles of Faith

Fifty years of research in the processes and products of reading indicate that we should be optimistic about the success of the Right-to-Read Effort in spite of the bleak picture presented above.

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[1]Razik, Thaer A., "A Study of American Newspaper Readability," Journal of Communication, 19:317-24, December, 1967.

[2]Curiously, an informal appraisal of the difficulty levels of local ethnic newspapers (Blacks and Spanish speaking) by University of Missouri - Kansas City Reading Center students showed them to be written at the eleven-plus grade level.

The operations involved in reading are not inborn, biologically guaranteed functions. They are socially imposed cultural functions, representing a demand by society that all its members shall participate in its communications; learning to read is, in reality, a socially induced entry into a culture of extreme complexity. A written or printed word is a coded projection on paper of a familiar articulate and significant sound. The most important cultural achievement of mankind is packed into this coding process. This is a compulsory social transaction in which the full force of cultural history is canalized into the operations of the teacher who teaches reading, thereby enabling the individual to unlock the door to his cultural heritage.

When a person learns to read is merely an arbitrary social convention. Consider the majority who do learn to read. They learn by no means all at the same age and by many different methods. They show a wide range of intelligence--even imbeciles can be taught to read. Many normal readers show a wide range of abnormalities of vision, hearing, laterality, emotional maladjustment and so on. Even the blind learn to read braille. There seems to be no single defect which by itself can be an insuperable obstacle to reading.

The tax-supported American public elementary and secondary educational system has been characterized as a giant screening system, the function of which is to sieve-out incompetents at successively higher educational levels. The problem we now face is that millions have been forced out of school only because they were incompetent in reading. In order to extend first-class citizenship status to these persons, they must be given the "right to learn" to read again, this time outside the context of the public school framework.

Problems to be Faced

There are many problems to be faced by those of us who work in the reading field and those of you who work in the library field if we are to extend the Right to Read to all citizens by the end of this decade, which is the national goal.

One problem may be illustrative of the difficulties we face: it is the problem of role definition.

Who knows why we do our jobs as we presently do them? We as educators and particularly those of us in reading had considered the development of reading skills in pupils to be the extent of our responsibility in teaching reading. If we could measure a pupil's reading achievement to be commensurate with his age, mental ability and grade level, we used to be satisfied. But we were told by the subject matter teacher that, although a pupil might indeed be a good general reader, he might be totally incompetent in reading material in a subject matter field. And, through research, we found this to be the case. We learned that it is not sufficient to develop general reading skills, but that students must be taught to apply those skills in specific textual situations in the various content fields.

Webster defines "library" as "a collection of books," "a room or building where a collection of books is kept," "an institution in charge of the care and circulation of such a collection." Likewise, a librarian is "a person in charge in a library." In this instance the definition of the institutional role defines the role of the librarian; that is a librarian is thought of as "a manager of a collection of books."

The role of librarian does not include in the public mind, at least, any curiosity, interest, concern and/or responsibility for or to the user of the library. This may in part account for the figures we have for library use. About twenty-five percent of the adult population of a library community is registered with the public library, but actually only about eighteen percent use the library at least once a year and only about ten percent use it as often as once a month. This concentration of library use is typical of reading activity generally; it is probably safe to say--borrowing figures from library studies--that about three-fourth of the books that are read are read by less than five percent of the adult population.[3]

The simple fact is that if the librarian is to play a role in the Right-to-Read Effort, the librarian will proably have to become more interested in people reading books than in books, per se.

Orientation - Action

We know that almost anyone can learn to read. We know that many who have the ability to read do not read. Clearly there is a selling job to be done to convince those about whom we are concerned that the community and school library, a free public resource, is worth its weight in gold to them. Certainly a library is worth more to a man who doesn't have the money to buy a book or newspaper than it is to one

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[3]Asheim, Lester, "What Do Adults Read?" Adult Reading, NSSE Yearbook, LV, 1956, p. 19.

who does. But before we begin to sell, we should anticipate some of the difficulties which will be faced particularly by those economically and educationally disadvantaged persons we believe need the library most. In this context, as is true with most services for the poor, the library costs the poor and undereducated person more, in relative and real terms, than it does the educated and economically sound person.

First most persons from economically depressed areas would have an opportunity to use the library only in the evening. In most homes both men and women work days, sometimes one or both work two jobs. At night the streets are not safe. Transportation, if by taxi is too expensive, if by bus is too unreliable and unsafe. So just getting to the library during "prime time" is a very large problem for many potential users.

When they do arrive at the library, many find it closed. One of the very disturbing facts about school libraries in central cities is that many are open only during school hours. Youngsters who have nowhere to study at home and who otherwise would be inclined toward serious study are even denied the one "clean, well-lighted place" which could serve them in their neighborhood.

Probably, in order to be maximally effective in low socio-economic areas which contain high concentration of undereducated people, libraries should be open twenty-four hours a day and they should have some outreach capability.

If libraries were kept open more hours per day, consideration could be given to services and programming inside the libraries which would meet needs of the persons in the community. Frequently there is

nothing in the library to attract the undereducated adult. Much will be added later with regard to programming in the library itself. But one guideline could point the interested librarian in the direction of meeting needs of the people. That is: if an undereducated adult or an illiterate person walked into your library unannounced, would there be anything there for him--or would he walk out unnoticed? If you can say with ninety-nine percent certainty, "In my library such a person would receive service," then you can be confident you are meeting needs of people. The more likely response would be, "Those people rarely or never come to the library." Such a response merely means that for the masses the institution is irrelevant.

I am quite sure that debates rage in library circles regarding the propriety of such practices as book delivery and street-corner book deposits. It would not be an exaggeration to state that if these two simple services were implemented in library communities in the inner-city, the entire public viewpoint toward the library would undergo a dramatic change for the better. If an elderly person, a student or shut-in could pick up the phone, call his neighborhood library branch, receive assistance in selecting a book or books which would satisfy a need he has, and then receive delivery of that book at the door, the library would truly become significant in his life. And, if he could walk to the corner and drop the book in a deposit box, it would simplify the porblem of lost or unreturned books.

Impossible? Given the fact that circulation is low in most inner-city libraries, the service could actually be added for very little money. What would be needed would be a phone operator, a driver, and a book van for each local library community. Add to

this a newsletter or brochure mailed periodically to every home in the library community telling the resident about the library, its services, its new acquisitions, its hours, etc. and one can see the beginning of an outreach effort that could make a difference.

What Now?

The presentations which follow cover a wide array of ideas conceived to broaden the sphere of explicitly educational functions engaged in by the library.

Two ideas are highlighted in a significant way: the concept of a library based Learning Center, and the library as an agency capable of instigating and certifying specific competencies attained by library users.

In a major sense these papers are heuristic responses by the writers to a charge from LeRoy Fox, Director of the Johnson County Kansas Libraries, to provide, from our perspective, a direction which could be helpful for librarians in the Right-to-Read Effort. This charge emanated from the President, through the National Reading Council, to the Systems Development Corporation and then to M.A.C.E., a local educational interest group, on whose behalf LeRoy Fox contacted us.

We have tried to respond in a meaningful way to the charge as we understood it at the time. Your discussions and subsequent decisions will, to a large extent, determine the efficacy of our efforts.

If there is any offense taken at what is said about libraries, please remember that--"The President made us do it!"

A New Hill on the Landscape

If a new hill were introduced onto a hilly landscape, the chances are it would go unnoticed. Eventually, however, its presence would be felt. It would influence air flows, lighting and draingage. The new hill would, in short, beget a chain of events much grander than suggested by its mere presence. Analogously, as librarians enter the socio-educational scene they are not likely to be particularly distinguishable from others so involved. As librarians begin to expand their sphere of concerns and services, however, a quiet but far reaching revolution is likely to follow. In short order, this revolution should influence the community and many of the socio-educational agencies comprising its landscape.

But What is the Question?

Without doubt, the most profound part of this paper is the question toward which it is directed: How can the library serve a more explicitly educational function--particularly with reference to advancing the cause of total literacy? One is tempted to ask why the question has not been asked more forcefully before, but rather than dwelling in the past, let us try to project some heuristic ideas to help move us more rapidly into the future.

On Becoming a Hill!

That which follows is a potpourri of radical and not so radical ideas presented in response to the above question. Some will be elaborated upon more fully in subsequent papers, others await amplification by those with the interest and will to do so.

.People Mobile

Mining engineers have discovered that bringing a refinery to a mining site can sometimes be less sound than shipping the crude ore to a refinery; e.g., when the fuel to run the refinery is heavier and bulkier to transport than is the raw material to be refined. Careful analysis might suggest a similar path for librarians. On the surface, it may appear to be more efficient to have bookmobiles bring books to the people, but it may be better on the long term to carry the people to the books. The presence of people in the library offers some important advantages: the librarian can learn to be more responsive to human needs, thereby influencing a full range of physical and structural changes from improved seating to installation of a learning center (see ahead); furthermore, newcomers to the library could also benefit by exposure to the full range of library facilities and to the study-type atmosphere.

A mobile-people unit could announce a schedule to pick up people in certain areas of a city at fixed intervals and return them home within a designated period of time. The idea of "scheduling" could have some nested advantages; e.g., being compelled to stay at the library for a fixed, regular period of time, could induce readers to tackle long term library educational programs--it might even get some people into the "library habit." Needless-to-say, accommodations would be necessary for accompanying children.

Mobile units probably should be made to operate into the early evening hours as an inducement to families to plan an evening at the library. Even the most avid television viewers are usually wanting for something else to do when the April re-runs begin.

.Library as an Instructional Center

The library should develop the capability to offer independent study certificates and to provide a programmed learning center. (See ahead for amplification of this theme.) The library could also, in cooperation with local public schools and colleges, offer enhancement and special interest courses of various types: How to Fix Your Volkswagen, Rapid Reading, Child Management, etc. The future of education is in community programming "relevancy course." The library could easily become the hub for self-enhancement programming. No other major educational agency is likely to challenge library leadership. Most schools are too bound to producing cogs for the societal machine to even take notice immediately. When they do take notice of the library's involvement, and eventually they must, the staid old library can show them the way!

.Informal Reading Placement Tests

The difficulty level of material relative to a reader's capabilities is probably the single most influential factor determining whether an individual will be encouraged to read or avoid reading. There is a simple psychological reason for this: an organism is likely to do those things which result in the greatest satisfaction, it will avoid those things which are neutral, and it will resist those things which are aversive. Reading passages which

are too difficult, induces anxiety and feelings of inadequacy; i.e., it is aversive.

There are two ways to deal with this problem. The first would be to apply one of several readability formulae to each book in the library so as to be able to specify the approximate reading level of each book. There are, however, three inherent problems in this approach: (1) readability formulae are cumbersome and time consuming to apply; (2) the formulae do not accurately reflect the difficulty levels of contemporary and technical language; (3) the reader must know his reading ability in some explicit way in order to intelligently match himself to the stated difficulty level of the reading materials. (For a fuller discussion of this problem see Manzo, A. V., Elementary English Journal, November, 1970.)

A quicker and more satisfactory means for matching reader and book is the Cloze Procedure. The Cloze Procedure is a fixed ratio deletion system. A representative passage or two (of approximately 250-275 words each) is reproduced from a book. Every fifth word is deleted from the passage leaving an even size blank in its place. The first sentence and, at least, the last sentence are left unmutilated. A total of fifty deletions are recommended. A reader whose accuracy falls below forty percent in replacing the exact words deleted will probably have medium to great difficulty reading the material from which the passage(s) was abstracted. Forty percent accuracy is roughly equivalent to seventy percent accuracy on a multiple choice comprehension test. (For fuller discussion, see Culhane, J., Reading Teacher, November, 1970; Bormuth, John, Journal of Reading, February, 1967.)

A Cloze passage test inventory on every book in the library would be a reasonable expectation. The passages could be folded into each

book. Response sheets and answer keys could be stored separately. (See Appendix A for an example of a Cloze passage test.)

.Annotations System

Not everyone can be a great reader or a great writer. Everyone can, however, read better. One way to improve reading comprehension is to require the reader to write about what he has read. The charge to write, even a little, heightens attending and organizing. The annotation system invites readers to write one, or more, of several distinct types of annotations on their reading. Some annotations are quite easy to write. The "heuristic statement" annotation, for example, merely amounts to copying a sentence or two which poignantly captures the author's thesis. Other annotations require greater writing skill, but less critical judgment: e.g., the "summary statement" annotation. In addition to helping the writer-reader to crystallize his ideas, the annotation system provides synopses for the new reader as well. Once the system is initiated, readers could be encouraged to write critical responses not only to books but to other readers' annotations of books. Loose-leaf binders with sections for response to selected books, could potentially develop into an academic forum around which ideas could be exchanged among readers who might never meet face-to-face. Periodically, the authors of such books as stir the greatest curiosity or criticism could be invited to respond to the "forum" volume of reader criticisms and commentaries. The author could do this in writing or in person. (See Appendix B for examples of easily written annotations.)

The matter of improving reading and writing skills notwithstanding, the most promising aspect of the annotation system is that

it invites every reader to "leave his footprint in the sand." His critique-criticism becomes a part of the manuscript. Also it moves us closer to a more efficient system of information processing: a reader can communicate some of his experiences and deliberations to other readers. Surely nothing is more disheartening than to know that after a book has been read one thousand times that the thousandth and first reader is at no better advantage than the first; he must, again, begin at point zero. Too illogical to continue.

.Community Production

A "living library" should be simultaneously disintegrating and swelling from use. That is, the physical library and its original collection should be wearing thin while simultaneously the reactions of the community to books along with their own creative productions should be enriching the library and swelling it out of its plant. The annotation system is a significant step toward this goal. Annotations, however, are not the only way to induce community involvement. In every community there are those people who are rare, insightful and modestly talented writers. The library should invite these members to contribute unpublished manuscripts on any and all topics. These could be recognized in a special section of the library and offered for circulation in the usual way.

.A Book of Questions

Earlier we asked, "But what is the question?" Reflecting on this a bit... Perhaps the factor which most inhibits learning is that we rarely know what it is we don't know. A reference book without a question is a seed without water. We store water in a

water shed, why not questions in a "question book."

Readers could be invited to submit index cards with questions for which they have discovered exact references or for which they would like an exact reference. Periodically these could be grossly categorized in some way, printed and bound. Books of questions could be conspicuously scattered about the library. Each query should bear the name of the writer. Selected questions could also be circulated in newsletters, bulletins, etc.

.Advance Ideational Organizers

In the early 60's, learning psychologist David Ausubel conducted a study in which he was able to demonstrate that the comprehension and retention levels of students could be significantly improved if they read a brief (500 word) statement which pre-structured (ideationally organized) material of greater length (approximately 2,500 words). In a more recent pilot study, Manzo was led to conclude that when these organizers were used with book length material that they were more "fanciful than practicable," i.e., they did not significantly improve comprehension-retention of book length material. This is not a total indictment, however. In a re-evaluation of his study, Manzo has recently hypothesized that a slight adjustment in the treatment could have substantiated the effects measured by Ausubel. The adjustment would simply amount to encouraging the reader to reread the "organizer" at regular intervals throughout the book (say every fifty pages). Conceivably this would heighten attention to fact relationships and other organizational factors. An evaluation of this and other variations on this procedure are now in planning.

Appendix C of this paper contains examples of two different kinds of "organizers." The "essence" (E) organizer is an abstracted version (comparable to Ausubel's model). The (L), or literal, organizer is simply an explication of

In addition to being written, organizers could be recorded on cassettes in a more informal conversational way. The availability of such statements, in written or spoken form, should help to give focus and purpose to reading. Years of reading research has indicated that purposeful reading will markedly increase the probability of an immature reader having a pleasurable ("I know where I'm going; I know where I have been") reading experience.

.Reading Guides and Comprehension Checks

While the advance organizer is helpful for initiating reading, it seems to lose its potency as the length of the reading material is increased. Furthermore, it does not provide continuous support--guidance and feedback--during reading. For this reason study guides and comprehension checks are also needed. There are many variations on the "study guide." Some are more appropriately called "reasoning guides." That is, they tend to lead a reader beyond mere literal comprehension, so that he might read between, and hopefully, beyond the lines. Harold Herber in his book, Teaching Reading in the Content Areas (Prentice-Hall, 1970), outlines procedures for constructing guides of various types. Appendix D is an example of a "reasoning guide" designed, in this case, to facilitate a careful analysis of John F. Kennedy's Innaugural Address. Librarians and/or specially designated support staff could be trained to prepare such guides within about twenty hours of instruction. The mere availability of such guides could be a major source of solace and cognitive support to the

unsophisticated reader. And, of course, no reader is so secure in every reading situation so that some assistance with ideas and/or technical language could not be helpful (see Appendix E for a variation on the reading guide; an introduction to Tale of Two Cities along with a chapter-by-chapter glossary).

.A Word Decoder

Having toyed with some plausible, if not conventional ideas, let us conclude with a "way-out" notion for advancing literacy at the basic education level.

After all the facts are taken into consideration, the improvement of reading takes place primarily through reading. The problem is, however, how to get learners to continue to read as the material continues to increase in difficulty. A second problem is how to accommodate each reader's special needs; not all errors are predictable at the same reader levels. Ideally, once each student is reading in material appropriate to his reading ability, a teacher would be in easy reach to help him to unlock the occasional word which presented a substantial obstacle to his understanding. Providing this service is, to say the very least, a very mechanical chore for a trained teacher. Because it is so mechanical, however, one wonders whether it could not be managed by some appropriately programmed piece of apparatus.

The apparatus would have the following characteristics. A small device could be constructed which would require the student to mechanically focus it onto the unknown word. The act of focusing could serve to draw the reader's attention to specific word characteristics, thereby further developing word discrimination skills. Once focused, a button could be pushed which would activate a computer to say the word into a

listening device. In order to enrich the learning further, an alternate button could be available which could give clues to aid in decoding the word without saying it explicitly. A third button could aid in the acquisition of meaning by providing a synonym or two. If this much were possible, it probably w uldn't be difficult to also program the computer to say the word in a chosen foreign language--wherever that was semantically possible.

Realistically, a piece of apparatus of this type would have to be sensorially responsive to a limited range of type settings and would require a large centrally located computer storage bank. But within these limitations it certainly appears plausible. After all, how does a dollar changer know it has a one dollar bill in its entry slot?

Certainly, if we can collect moon rocks, we could through a consortium of interest parties--the libraries, the University, the U. S. Office of Education and indsutry--sponsor the development of such a device. Perhaps a consortium of libraries could provide the seed money for an early feasibility study. Very little money would be needed to determine whether this aid to literacy was within our technological grasp.

AVANTI!

APPENDIX A

Cloze Passage

Directions: The passage below is an authors attempt to explain an idea which he believes teachers need to understand in order to help students to improve their reading comprehension. Every rifth word, up to fifty deletions, has been remcved from the body of the material. Do your best to fill-in the deleted words with the exact word which has been removed.

This is a difficult task. Keep your wits about you and do not become discouraged if you cannot fill-in many words. There is no penalty for guessing.

Write your answers on the page provided. The correct answers can be found on the back side of the reading selection.

Check your number right and multiply it by two. This will give you your percentage of accuracy.

Cloze Diagnostic Evaluation

of Reading

What are levels of comprehension? There is general agreement _____1_____ Smith that comprehension is _____2_____ generic term which embraces _____3_____ specific labels for "thought _____4_____ processes." Moreover, there seems _____5_____ be general agreement _____6_____ comprehension can take place _____7_____ different levels of cognition. _____8_____ is useful to think _____9_____ these levels as (1) _____10_____ (2) interpretive; (3) applied. Each level _____11_____ the product of the _____12_____ level of levels in _____13_____ to function. Obviously, the _____14_____ level can stand alone. _____15_____ literal level of comprehension _____16_____ to a content textbook _____17_____ knowledge of what the _____18_____ said. Students who function _____19_____ this level decode _____20_____, determine what each means _____21_____ the given content, and _____22_____ that there is some _____23_____ among the words. That _____24_____ represents what the author _____25_____ said. It is quite _____26_____ for students to identify _____27_____ an author has said, _____28_____ even memorize and repeat _____29_____ in class, without understanding _____30_____ the author meant by _____31_____ statements.

The interpretive level _____32_____ comprehension is applied to _____33_____ the author said in _____34_____ to derive meaning from _____35_____ statement. The reader looks _____36_____ relationships

CLOZE (cont'd.)

among statements within _____37_____ material he has read. _____38_____ these intrinsic relationships he _____39_____ various meanings. The intrinsic _____40_____ he perceives are colored _____41_____ influenced by his previous _____42_____ of and experience with _____43_____ topic in question. However, _____44_____ reader is confined by _____45_____ text and determines meaning _____46_____ as he perceives intra-text _____47_____.

The applied level of _____48_____ takes the product of _____49_____ literal, what the author _____50_____ said, and the interpretive, what the author meant by what he said, and applies it in some pragmatic or theoretical exercise. Possibly he might apply this product to other knowledge he already possesses, thereby deepening his understanding.// At the applied level the reader selects intrinsic relationships produced at the interpretive level of comprehension and places them in juxtaposition to concepts which are the product of previous knowledge and experience. Out of this juxtaposition the reader perceives a new relationship--an extrinsic relationship--which has a scope larger than the meanings imposed by the context of the reading selection, producing new ideas which extend beyond those immediately identifiable in the reading selection.

Teaching Reading in Content Areas, Harold Herber, Prentice-Hall, 1970, pp. 62-63.

Responses

1. _____
2. _____
3. _____
4. _____
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6. _____
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11. _____
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40. _____
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42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Answers

1. with
2. a
3. many
4. getting
5. to
6. that
7. at
8. it
9. of
10. literal
11. requires
12. previous
13. order
14. literal
15. The
16. applied
17. produces
18. author
19. at
20. words
21. in
22. recognize
23. relationship
24. relationship
25. has
26. possible
27. what
28. and
29. it
30. what
31. his
32. of
33. what
34. order
35. his
36. for
37. the
38. from
39. derives
40. relationships
41. and
42. knowledge
43. the
44. the
45. the
46. primarily
47. relationships
48. comprehension
49. the
50. has

APPENDIX B

Annotation System

When we look at an infant, we know there is no wickedness in him--no more than there is wickedness in a cabbage or in a tiger. The newborn child brings with him a life force; his will, his unconscious urge is to live. His life force prompts him to eat, to explore his body, to gratify his wishes. He acts as Nature intended him to act, as he was made to act. But, to the adult, the will of God in the child--the will of Nature in the child--is the will of the devil.

Practically every adult believes that the nature of the child must be improved. Hence, it happens that every parent begins to teach the young child how to live.

The child soon comes up against a whole system of prohibitions. This is naughty and that is dirty and such and such is selfish. The original voice of the child's natural life force meets the voice of instruction. The church would call the voice of Nature the voice of the devil, and the voice of moral instruction the voice of God. I am convinced that the names should be reversed. I believe that it is moral instruction that makes the child bad. I find that when I smash the moral instruction a bad boy has received, he becomes a good boy.

Neill, A. S., Summerhill (New York City: Harcourt Pub. Co.) 1960, p. 250.

QUESTION STATEMENT: Provides explicit focus to the notion which the annotation writer thought to be most germane.

What are the influences that turn boys and girls into sick, delinquent children? Neill says that he knows, and further, he believes that he knows what can be done to correct the situation.

HEURISTIC STATEMENT: Provocative; intended primarily to stimulate response. Usually employs the author's own words.

"It is moral instruction that makes the child bad. I find that when I smash the moral instruction a bad boy has received, he becomes a good boy."

SUMMARY STATEMENT: A general sense of the piece, its style and scope; most objective and informative in a non-arousing way.

The child is motivated by his natural needs such as to eat or to gratify wishes. This child naturally comes into conflict with a system of prohibitions called moral instruction. The conflict created by instructing the child in morality is what causes delinquent, "bad" children.

ÆCIS STATEMENT: An incisive statement of the basic thesis of a work.

Children have natural needs. Moral instruction conflicts with natural needs. This contradiction causes delinquent behavior

CRITICAL STATEMENT: An informative, critical response to a thesis or supporting premise.

Neill is correct, moral instruction does conflict with "natural needs"; it is supposed to. Moral instruction is man's attempt to control his destiny.

Clearly some "moralists" have over-stated the issue, however, the act of inhibiting certain "natural needs" under certain conditions is virtually a definition of civilization. We don't need less moral instruction, we need more thoughtful moral instruction. For an interesting educational appraisal of a related issue, see Raths, Harmin and Simon, Values and Change, Charles Merrill Company, 1966.

APPENDIX C

LITERAL ORGANIZER

The Old Man and the Sea (L)

The Old Man and the Sea tells of an extremely poor old fisherman named SANTIAGO who fishes alone in the gulf stream, and of MANOLIN, a boy who had fished with him until the man's luck had gone bad. The old man had taught the boy how to fish and the boy still had deep respect and affection for him, and bought him food and other things to keep him alive.

The book opens in September, as the old man decides to go far out into the Gulf Stream because of a strong current. He rowed out in the dark, lowered his bait and began drifting with the current. When the sun was high the bait was taken by a big fish. The man tried to pull the fish up, but it was too big and simply began towing the boat out to sea. All afternoon and all night the fish pulled the SKIFF, with the old man resolutely straining against the line to insure that the fish did not break it.

About sunrise, the fish gave a lurch, which cut the man's hand. He ate strips of raw tuna to keep up his strength, and he wished the boy were with him. Finally, the fish surfaced, and it was the biggest fish the man had ever seen--longer than the SKIFF. But it dove again and

continued towing the boat the rest of that day and into the night.

The old man was suffering greatly by now, but was still resolved to kill the fish. He tried to sleep, still standing and holding the line, but woke as the fish again surfaced and pulled him down into the boat with the line cutting into his hands and his back. He got up and fought the fish to try and tire him. As the sun rose on the old man's third day at sea, the fish began to circle, and the man was able to pull in some line. After several hours, feeling dizzy and faint, the old man pulled the fish near enough to the boat to harpoon it. Since the fish was larger than the boat, the man lashed it alongside, rigged the sail, and exhausted, set sail for home.

But it was too good to last. Sharks had caught the scent, and the first one came within an hour. From sunset until after midnight, the old man fought the sharks; first with his harpoon, then his knife and finally with a club. But it was no use--they had cleaned his fish and he was beaten.

He arrived in the harbour and managed to reach his shack before he collapsed with fatigue. In the morning the fishermen were astounded at the eighteen-foot skeleton lashed to the boat. When the old man awakens, the boy hears of his ordeal and tries to console him.

APPENDIX C_2

ESSENCE ORAGANIZER

Old Man and the Sea (E)

The Old Man and the Sea tells of a very poor old fisherman and his lonely struggle with the elements, as he hooks and kills a huge fish, only to have it eaten by sharks.

The story is basically a testament to man's unconquerable spirit--to his ability to achieve dignity in the face of defeat. Man is shown to be noble because of his willingness to struggle and persevere against the hardships in life. The man tells the fish "I will show him what a man can do and what a man endures"(1) and "Man is not made for defeat... a man can be destroyed, but not defeated."(2)

The book also shows the author's view of man in relation to the physical universe; the fisherman refers to both the stars and the fish as "my brother." Man should respect and love his natural environment even as he strives to carve existence out of it and conquer it.

(1) (p. 66)

(2) (p. 103)

APPENDIX D

REASONING GUIDE

Directions: Before reading President Kennedy's entire inaugural address, carefully read the abstracted sentences below and do the exercises which follow. This activity should greatly enhance your understanding and appreciation of this speech.

A. "The world is very different now."

B. "For man holds in his mortal hands the power to abolish all forms of forms of human poverty and all forms of human life."

C. "... the rights of man come not from the generosity of the state but from the hand of God."

D. "United there is little we cannot do in a host of co-operative ventures."

E. "To those people in huts... we pledge our best efforts... not because the communits are doing it, ...but because it is right."

F. "We dare not tempt them with weakness."

G. "So let us begin anew, remembering on both sides that civility is not a sign of weakness...."

H. "Let both sides explore what problems unite us instead of belaboring those problems which divide us."

I. "And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country."

Directions: Study the statements below. Based on your understanding of the abstracted lines above, do you think JFK would have approved of them? In Column A answer yes or no.

In Column B write the letter indicating the quotation from JFK which you consider most influential in your judgment.

For Number 10, write an original statement which you think JFK would have liked. Quote some part of the full inaugural address, other than the quotes listed above, as evidence.

A	B	
		1. The problems we are facing today are not much different than those which faced our forefathers.
		2. The oriental world is immensely different from our own.
		3. Our rights are given to us out of the goodness of man's love for man.
		4. If we are to win over the threat of world communism, we must give money, supplies, and help to the underdeveloped nations of the world.
		5. Let us demonstrate our good will to the world by disarming.
		6. Only the Federal Government can solve the complex problems of our society.
		7. We will never resort to violence.

A B

8. The events of the past have helped us to realize the truth of Washington's policy of isolationism. We should continue to heed the advice of our first president.

9. The greatest threat to mankind is not famine and sickness but the threat of world communism.

10. _____

_____

_____

_____

_____

Generalizing and Inferring

Directions:

From the speeches of our Presidents we are able to get to know how they feel about certain things. Because it is not possible for each of us to ask the President of the United States how he stands on a given topic, we must carefully study his speeches and learn to infer from them the ideas or generalizations which guide his thinking. Knowledge of the ideas which guide the President will help us to better understand, and predict, his decisions and behavior. This is a high level skill, but one with which you have subconsciously used very often in daily living. Study the example below from a typical life experience. See if you can predict the "Probably Reaction" of a typical father to the issue of whether he will permit his son to work for a civil rights group in the South.

Generalization Block

1. Issue: Will a certain father permit his 17 year old son to work for a civil rights group in the South this summer?

2. Statement(s) made to son on other occasions: "The best way to stay out of trouble is to keep your nose clean."

3. Generalization which seems to guide father's thinking: People who are committed to keeping their "noses clean" are not likely to get involved with controversy and certainly not with anything that might be personally injurious.

4. Probable Reaction of father: An emphatic "NO"

Generalization(s) (?) _____

_____

Probable Reaction: (?) _____

_____

Questions for Discussion:

1. What are other ways of learning about the attitudes and probable behavior of people other than by what they say?

2. Is there any value in formulating generalizations? Any dangers?

3. How can we further strengthen our generalizations?

Directions:

Try to determine what would have been JFK's reactions to the issues stated below. Base your judgments on the statements we have examined from his inaugural speech. Remember, it is most important to be sure that the generalizations that you are attributing to someone can be substantiated. Remember, too, that it is possible to draw many inferences (or generalizations) from a single statement. Therefore, even your best judgments may be incorrect.

A. Issue: Should we spend ten billion dollars to develop a bigger and more destructive bomb than the one we now have?

Statement(s): Which statements of JFK's seem applicable to this issue?

_____

_____

Generalization(s): Money spent on defense is money unfortunately spent, but money necessarily spent._____

_____

_____

Probable Reaction of JFK: _____

_____

_____

B. Issue: Should we join Russia in a joint space effort?

Statement(s): (1) "United there is little we cannot do in a host of co-operative ventures."

(2)

Generalization(s): (?)

Probable Reaction:

C. Issue: Should we be kind and helpful to our enemies when they are in need?

Statement(s): (?)

Generalization(s): (?)

Probable Reaction: (?)

D. Issue: Can we afford to spend the billions of dollars necessary to abolish poverty?

Statement(s) (?)

Generalization(s): (?) A democracy's citizens enjoy what earlier generations worked to build.

Probable Reaction: (?) _____

E. Issue: Should a group of scholars be commissioned to reexamine the U. S. Constitution with an eye toward suggesting possible changes and/or amendments?

Statement(s): (?) _____

APPENDIX E

The following is an account by reading specialist, Jeanne Mitchell - Shawnee Mission schools, of how she came to develop the Tale of Two Cities guide.

Recently I was approached by a group of ninth grade unified studies teachers who were concerned because the "powers that be" had decreed that all ninth grade students at Milburn would be taught Charles Dickens' A Tale of Two Cities. They were disturbed because they felt that this particular piece of literature was far too difficult for most of their students to handle. They contended that students having problems with relatively simple short stories would consider even this abridged version of the original an insurmountable obstacle. They asked me to please come up with something to help their students more readily read the novel.

I began by running a Dale-Chall readability test on the novel. Its readability, based on the formula is about eleventh-twelfth grade level. Considering that about one-half of our ninth graders read on or below ninth grade level, I felt that the teachers had a reason to be concerned. Not only is the vocabulary extremely difficult, in many cases archaic, but also the sentence structure is very complicated, often an entire paragraph being composed of only one or two sentences. The characters have many pseudonyms, and many are inter-related in a confusing manner. The setting switches rapidly from England to France and back numerous times during the novel. Keeping these problems in mind as well as the wishes

of the teachers, I devised the following "reading aid." I felt that a short plot summary would be helpful. I deliberately left out a summary of the climax because the teachers felt that it would detract from the actual reading. I included a capsule sketch of each of the characters, including all of the names that they travel under in various parts of the novel. Lastly I went through the book selecting all vocabulary words that I felt would present a problem to the kids, arranged them alphabetically chapter-by-chapter, and defined them. I did not concern myself at all with any definitions that did not apply immediately to the context of the novel. I then typed the entire thing, and it was duplicated and given to the students before any work on the book was begun. We explained to them that these papers could easily be folded in half, placed in the textbook, and used to make their reading faster and more comprehensive. They did not have to worry themselves about having to memorize all of the vocabulary words; the list was to be used rather as a fast kind of dictionary. I left all discussion questions entirely to the individual teachers.

...feasible in libraries?

Study-Reading Guide:

APPENDIX E
A TALE OF TWO CITIES

(Constructed by Jeanne Mitchell for Dr. Manzo's Demonstration Project)

BOOK I

The story is set in two cities, London and Paris. As the book opens, we find Mr. Lorry in a coach on his way to Dover where he will take a boat to France. During the coach trip, he is stopped by a messenger, Jerry Cruncher, who brings him a letter asking him to wait in Dover for a young lady. Once in Dover, he meets Lucie Manette. Lucie's mother died when Lucie was only a baby, and she believes that her father is also dead. Mr. Lorry reveals that Dr. Manette, Lucie's father, is alive in France and that he has just recently been rescued from the Bastille where he was imprisoned for 18 years. Lucie and Mr. Lorry go to Paris and find her father greatly changed. His mind has been damaged, his memory is gone, and he has learned to make shoes to pass the time. He does not even realize that he is no longer in prison. Lucie and Mr. Lorry take him from M. Defarge who has been hiding him, and they return to London.

BOOK II

The second book begins with a detailed description of Tellson's Bank and Jerry Cruncher. Jerry is sent to Old Bailey, a court house, where he is to wait for orders from Mr. Lorry who is watching a trial there. We find out that Charles Darnay is on trial for his life, having been charged with treason against England. He is

supposedly a spy for France. Roger Cly and John Barsad swear that Charles has given secret information to the French, and after all, Charles is himself a Frenchman. Lucie, Dr. Manette, and Mr. Lorry are forced to testify that Charles was on the boat with them when they came back to England several years before. Dr. Manette by this time has greatly recovered and is practicing medicine again. He occasionally has mental relapses when his mind goes back to his days in prison, but Lucie helps him to recover from these depressions. Stryver, Charles' lawyer, proves that Barsad and Cly are the actual spies, and Charles is set free. Stryver is aided in court by Sidney Carton, who looks a great deal like Charles.

While all of this is happening in London, we find that the French nobles have been treating the peasants with horrible cruelty. The Marquis Evremonde has been especially evil. He thinks nothing of running over a small child who is in the street. He goes out to castle in the country to meet his nephew. He is very upset to learn that someone has been riding under his coach on this trip, but he soon forgets this as he arrives at his beautiful home. The fact that many of his peasants are starving does not bother him at all. Later that evening we discover that Charles Darnay is really the Marquis' nephew and that Charles hates his uncle because he has been so cruel to the peasants. Charles leaves immediately for England, and that same night the Marquis is killed. Several

months later the killer, Gaspard, is caught and hanged for this murder. We soon find out that Monsieur and Madame Defarge are leaders in a peasant movement to overthrow the nobles in a revolution. Madame Defarge lists all of the names of their enemies in a code in her knitting.

Back in England, Charles and Lucie are married. Charles tells Dr. Manette his real name just before the wedding. Dr. Manette seems to be somewhat upset after the ceremony. He recovers soon, and Charles and Lucie lead a happy life with him in London where Charles has become a French teacher. About five years after their marriage, Charles and Lucie have a daughter, named Lucie for her mother.

In France the peasants revolt, killing nobles without mercy. Gabelle, a servant for Charles' family, sends a letter to Charles begging him to come to France and to save his life. Charles decides to go and leaves a note for Lucie telling her where he has gone. Mr. Lorry also leaves for France on business, but he does not know that Charles has gone to Paris too.

BOOK III

Lucie, her father, and Little Lucie arrive in France only to discover that Charles has been placed in prison because he has returned to France from England. Mr. Lorry explains to them that Charles' life is in great danger, and they must obey his orders if

they are to help him. Dr. Manette has a lot of influence with the revolutionists because he once was imprisoned in the Bastille. Dr. Manette promises Lucie that he will go to the prison and attempt to see that Charles is released, or at least, safe from being killed. After a year, Dr. Manette manages to have Charles released. However, the same day that he is released, he is rearrested and thrown back into prison. At the trial the next day Madame and Monsieur Defarge denounce Charles and provide some surprise evidence, Charles is condemned to be beheaded. Sidney Carton has also come to France, and he meets Miss Pross' brother, who was known in England as Barsad, and who is now the jail keeper where Charles is imprisoned. Carton forced Barsad to allow him to visit Charles once before he is killed. Carton has a fantastic plan to save Charles. The next day Carton does visit Charles and drugs him. The conclusion to the novel is very exciting and in many ways unexpected. Be sure you know what happens to each of the characters in the last few chapters.

-NOTES-

CHARACTERS

Mr. Jarvis Lorry - an elderly bachelor who works for Tellson's Bank in London. He goes to France to get Dr. Manette and then becomes a close friend of both the doctor and Lucie.

Dr. Manette - a middle-aged man who has been imprisoned for 18 years in the Bastille. His daughter takes him back to England where he gradually tries to lead a normal life again.

Lucie Manette - Dr. Manette's beautiful daughter. She is good, pure and innocent, but she has a good deal of steel in her character too. She loves her father dearly and nurses him back to health. She later marries Charles Darnay, and she is devoted to him.

Jerry Cruncher - works for Mr. Lorry and the bank as an errand-runner. He has another job that he has to keep secret.

Miss Pross - Lucie's maid. She adores Lucie and is willing to give up everything for her.

Monsieur Ernest Defarge - owns a wineship in St. Antoine in Paris. He was formerly a servant of Dr. Manette, and he arranges the doctor's escape from France. He is one of the primary leaders of the revolution. You should try to discover how he feels about the endless killing at the end of the novel.

Madame Therese Defarge - wife of Ernest Defarge and a very strong force behind the revolution. She has a special reason for hating the nobles and enjoys the blood and terror of the revolt.

Mr. Stryver - a lawyer, not very bright, who pays other men to do his work, and who then takes credit for it. He defends Charles when he is on trial in England.

Sidney Carton - a brilliant lawyer who drinks too much. He works for Stryver and seems not to care what happens to himself. He is devoted to Lucie and her happiness.

Roger Cly - a friend of John Barsad. A spy who has to pretend that he is dead to save his life after Charles Darnay's trial.

John Barsad - an English spy who later goes to France and spies on the revolutionists for the nobles. His real name is Solomon Pross. At the end of the novel he is a jailkeeper in the Bastille.

Charles Darnay (Evremonde) - a French noble by birth, but he is so shocked by the evil his social class has committed that he gives up his wealth and leaves France for England, where he becomes a French teacher and eventually marries Lucie Manette. Later he returns to France and is imprisoned by the revolutionaires.

Monseigneur (Marquis) Evremonde - evil, cruel French noble who is Charles' uncle.

Gaspard - a peasant whose daughter is killed by Monseigneur's coach. He sets out to kill Monseigneur for revenge.

Gabelle - works for Monseigneur as postmaster and occasionally collects some taxes for him. Eventually he is taken prisoner by the Revolution and endangers Charles' life.

The Vengeance - a friend of Madame Defarge who loves the killing during the Revolution. She beats a drum that calls the women together.

Mrs. Cruncher - called "Aggerawayter" by her husband because she is very religious, and this annoys him. Be sure you find out why this should upset him so.

Little Lucie - Lucie and Charles' daughter.

Jerry Cruncher, Jr. - Jerry's son who resembles his father in every way.

Jacques - term used by the French Revolutionists. It was a password that meant the people who used it were friends of the revolution.

Soho - a district in London where Lucie and Dr. Manette lived.

Sainte Antoine - a district in Paris that was and still is known for the horrible slums it has.

Bastille - famous French prison in Paris. It now has been torn down.

Old Bailey - a famous courthouse in London where Charles Darnay was on trial.

One-hundred five, North Tower - the cell where Dr. Manette was kept prisoner for 18 years.

-NOTES-

VOCABULARY

BOOK I

CHAPTER I

atrocious - awful, horrible

potentate - a person who has a great deal of power

requisition - demand

sixpence - English money

superlative - greatest

CHAPTER II

adjuration - swearing of an oath, to say something honestly

apprehend - fear

blunderbuss - a type of gun

capitalated - gave in

endued - provided with

expeditiously - quickly

nondescript - not belonging to any one class or type

substratum - foundation

CHAPTER III

cadaverous - death-like

coppice - grove of trees

discourse - conversation

emaciated - starved, very skinny

inexorable - doesn't give up

inscrutable - cannot be understood

lamentation - cry out

opiate - a drug to help a person sleep

perpetuation - continuing

specter - ghost

CHAPTER IV

consignment - delivery

disconcerted - confused

oblivion - complete forgetfulness

perplexity - bewilderment, confusion

sonorous - loud noise

supplicatory - begging

CHAPTER V

admonitory - warningly

countenance - face

garret - attic

midicum - just a little

offal - garbage

squalid - dirty, neglected

triumvirate - a group of three people who rule over others

vestige - just a trace of something

CHAPTER VI

coercion - forcing people to do something

coherently - clearly

encompassed - enclosed

gaoler - jailer

haggard - tired, wasted away

lethargy - not at all interested in anything going on

obliterated - wiped out

postilion - a person who rides next to a coach and guides it

submissive - give way to someone else

traversed - crossed

BOOK II

CHAPTER I

animosity - strong dislike

appellation - calling by name

apostrophe - talking to someone who isn't there

attribute - a good point

cogitated - thought about

convivial - pleasant

counterpane - a type of blanket

efficacy - force

embellishment - extra decorations

extemporized - having done something without preparing for it beforehand

incommodiousness - bothering

juncture - a point

menagerie - collection of animals

reposed - rested

reversionary - going back to something

trepidation - fear

CHAPTER II

indictment - charging a person with a crime

proviso - a law term

superscribed - write over something else

CHAPTER III

acquitted - found innocent

asserveration - a solemn statement

commiseration - sympathy

conferred - talked with

countenances - faces

demeanor - the way a man looks

disparagement - something a person does that lowers himself

infamy - a bad reputation

pernicious - something that will cause great harm

slovenly - sloppily

CHAPTER IV

commiserated - gave sympathy

deportment - the way a person acts

drudge - bore

impediment - something that bothers a person

incumbent - a feeling that you have to do something

infamous - having a bad reputation

laconic - using a very few words

pillory - a frame of wood that a person puts his head and hands through and from which he cannot escape, a form of punishment

precocius - develops early

rejoinder - an answer

CHAPTER V

carousing - wild living

deprecatory - apologetic

dexterously - skillfully

dissipated - indulges in too many foolish pleasures

perseverance - doesn't give up, sticks to a job

rendered - gave

unscrupulous - having no morals

CHAPTER VI

affidavit - a written statement sworn to be true

eccentricity - oddity

resoundingly - loudly

suppression - holding back

vista - a view

CHAPTER VII

abject - hopeless

abominable - horrible

affably - pleasant

deigning - think something is fit to do

emulative - to try to do better than someone else

escutcheon - a disgrace

ignobly - being of low birth, acting very commonly

servility - when a person behaves like a slave

valet - a man's personal servant

CHAPTER VIII

clemency - forgiveness, kindness

inanimate - not living

incommode - bother

obsequiousness - being polite out of fear

precipitated - throw or bring about

CHAPTER IV

finesse - to do something with much tact and skill

portend - indicates the future

postilions - men who ride horses next to a carriage

saunter - walk

smiting - hitting

CHAPTER X

deferentially - respectfully

forborne - held back

homage - honor

obliterated - wiped out

CHAPTER XI

conducive - agreeable

profligates - wicked persons

supplication - begging

CHAPTER XII

acclamation - loud statement

altercation - quarrel

apostrophising - talking to someone who isn't there

caricaturing - imitating

condole - sympathize

dubious - doubtful

immersion - put completely under water

injunctions - terms of law ordering people not to do something

interment - burial

maltreated - badly treated

oppressed - held down or back

plundering - stealing

projectile - something thrown through the air

recompense - pay back

refactory - stubborn

ruminated - thought about

terminated - ended

CHAPTER XIII

decipher - to find out what something written in code means

defaced - destroyed or hurt the looks of something

elicited - drew forth

exterminated - wiped out completely

infalliably - making no mistakes

interposed - to interfere in order to help

judiciously - wisely

parricide - to kill one's father

petitioner - a person who asks for something

poltroon - coward

precipitate - to cause something to happen

stealth - something done secretly and carefully

tribunal - a court of justice

CHAPTER XIV

aquiline - curved on the end like an eagle's beak, usually in reference to a nose

assiduously - carefully

brevity - shortness

discomfited - greatly embarrassed

exalted - glorified

proscribed - done in the traditional manner

visage - appearance - face

CHAPTER XV

conjunction - joining together

inconsistencies - changeable things, done not in the usual way

reconcilement - to make up with someone after a disagreement

sagacity - wisdom

explicit - exact

magnanimous - forgiving

malady - illness

perplexity - bewilderment

resumption - continuing a task

CHAPTER XVII

rendered - gave, did

supplicated - begged

supplication - begging

CHAPTER XVIII

begrimed - dirty

coherencies - statements that are logically stated

contention - argument

demented - crazy

displacements - objects that are put out of their places

exercations - curses

hewed - cut

massive - huge

resolute - determined

tumult - a lot of noise and confusion

CHAPTER XIX

chary - careful

exultant - very happy

manifest - understandable

portentously - indicating the future

viands - food

benighted - ignorant

edifice - a large building

functionary - a person who has a certain task to do

habitations - homes

retaliative - getting back at someone

sacristan - a person in charge of the sacred robes and vessels in the church

tocsin - alarm, warning

CHAPTER XXI

beseiged - giving battle to

confiscation - taking possession of

dissimulation - pretending

dolorous - sorrowful

emigrant - a person who leaves his home country

inviolate - unbroken, not injured

latent - hidden

munificent - very generous

remittances - returning something that is owed

renunciation - giving up something

sanguine - blood, red

sequestration - holding property until claims are proven legal

succor - aid, help

BOOK III

CHAPTER I

coverlaet - blanket

decree - a law

detention - holding in prison

doggedly - sticking to something

eventide - evening

functionary - an official

ominous - a feeling of coming evil

presided - ruled

resolute - determined

CHAPTER II

irrepressible - impossible to control

lattice - a screened device, made of wood

submission - giving in

wielders - people who handle objects

CHAPTER III

ascended - climbed up

despondency - feeling blue or low

domicile - where a person lives

intervening - interfering

CHAPTER IV

abolished - done away with

ascertained - discovered

carnage - a great deal of killing

concourse - street

eloquent - very gifted with words

fraternity - brotherhood

lavished - gave many gifts

malice - evil feelings toward something or someone

polluted - fouled, dirtied

CHAPTER V

billet - a piece of wood

carmagnole - French dance

inclement - stormy

jocosely - merrily

perverted - strange in an evil way

redundancy - repetition

slake - to become less violent

tumbrils - carts used to carry the victims to their executions

CHAPTER VI

arraigned - accused

inveterate - habitual

latent - hidden

laving - washing

pondering - thinking about

tenacity - sticking to a job

CHAPTER XV

expiation - making up for something wrong

prophetic - foretelling the future

retributive - something given as a reward or punishment

-NOTES-

indespensable - absolutely necessary

inscrutability - the ability of not being easily understood

interposed - intruded

negligently - carelessly

reticule - a bag

retrospectively - looking back on something

turnkey - jail keeper

vindicating - wanting revenge

CHAPTER IX

avarious - greedy

cognition - knowing the facts

eddy - a small whirlpool

empaneled - became a part of a jury

prevaricate - to tell lies

expounded - made a statement

proscription - condemnation

remonstrance - demonstration

resurrection - brought back to life

solicitude - sympathy

terminated - ended

vagabond - a person who wanders

vendor - a person who sells something

CHAPTER X

armorial - having to do with coats of arms, family history

aspirations - hopes

atonement - making up for a wrong that has been done

betrothed - pledged to be married

comply - agree with

continuity - logical sequence

dilated - opened wide

haughtily - acting as though a person is better than others

immolations - sacrifices

incumbrance - something that bothers you

imperious - thinking you are better than someone else

lethary - lack of energy

notorious - famous for evil deeds

pinioned - restrained, tied up

plunder - rob

presentiment - a feeling that something is about to happen

prodigious - very great

rouleau - a roll of coins wrapped in paper

unimpaired - not bothered

CHAPTER XI

accessible - easily reached

adjourned - ended

consolatory - comforting

despond - lose hope

ascertained - learned

bereft - without

besought - asked for

cravat - tie

deprecatory - apologetic

extermination - kill all of a certain type

meditation - think about

pacifically - peacably

CHAPTER XIII

adjure - to very solemnly ask something of a person

apprized - informed

apparition - ghost

assignation - appointment for a meeting

disproportionate - out of proportion

empathetic - sharing in another person's feelings

obtruded - intruded

overfraught - very upset

restorative - giving strength back

CHAPTER XIV

accoutered - equipped

annihilation - to wipe out completely

buffeted - hit

deduce - thought

imbued - to cause to become penetrated, filled with

bestowed - gave

capriciously - changing sudeenly

compensate - make up for

corroborate - support with evidence

discretion - to do or say something with tact and care

retainer - a fee paid to keep a person's services, an old servant

remonstrated - demonstrated

relinquished - gave up

zealous - very enthusiastic

CHAPTER VII

compassionate - sympathetic

denounce - accuse

frugal - sparing, very careful with money

intervening - interfering

purveyors - people who supply something

CHAPTER VIII

abhorrence - hatred

assemblages - gatherings of people

cant - an angle, corner

contentions - arguments

denunciation - the act of accusing someone of something

enumerated - numbered, listed

furtive - done in secret

gregarious - likes to associate with people

A Library Based Independent Learning Center

The library is an efficient operation. The trained librarian has a thorough knowledge of general library procedures, cataloging techniques, reference skills, and other such skills and information viewed as necessary for operation. Recently, however, the role of the librarian has been enhanced to include promotion of the use of library resources. This change moves the library closer to its primary goal... optimal use by all citizens. Promoting use by all citizens implies a need for additional modifications; i.e., having resources equal to the task, namely: reading materials whose tone reflects the ethnic and cultural composition of the community, and materials with a broad range of difficulty levels.

This paper will speak to these considerations in the hope that it might be useful in helping librarians to meet the needs of that portion of our population which is classified as undereducated. Specifically, the thrust of this paper is to promote the notion of a library based Independent Learning Center with the capability to teach basic learning skills to adults; primarily reading skills.

Acceptance of the notion of an Independent Learning Center in every library rests on two now rather broadly held assumptions:

I. During the early part of our country's history, libraries were controlled by the Church and functioned for the elite. With the advent of the first free library in 1833, it was clearly established, at least in terms of public policy, that libraries are for everyone; a still largely unfulfilled promise.

II. The passive role which libraries have established must be changed. Taking the position that, "We have something if they want to make use of it" is as outdated as servitude. Librarians must begin to actively find ways of relating their resource to the stated and implied needs of the community.

Assuming a More Active Role

The establishment of Independent Learning Centers in public libraries could be a major step toward fulfilling the promise of 1833. The Learning Center approach provides an informal and flexible structure which meets the academic needs of each student. The adult gains a greater feeling of success and learns how to pace himself by working with materials which are carefully sequenced and self-corrected.

Structure and Operation of the Learning Center

Initially, the learner is evaluated and tested with informal testing instruments to determine his instructional level in basic skill areas. Because of previous negative conditioning to formal tests, only informal testing instruments are generally recommended.

After a self-administered, self-scored "informal" evaluation, the student consults with a trained person who helps him to establish appropriate learning goals. In orientating the student to the Learning Center, the student is led to an interpretation of his test scores and implicitly to the Learning Center philosophy of personal responsibility and self-directed learning. It is in this context that the student's goals are translated into prescribed curricula and a proper learning sequence.

Student progress in the Learning Center correlates closely with enthusiasm for work, which is directly related to the knowledge that progress is being made toward established goals. Enthusiasm is promoted by reflecting to the student what his learning chart says. With an intelligently sequenced program, these reflections will necessarily be positive.

The Key to Learning Center success is in frequent individualized meetings with the student. It is here that the student will often glean the social reinforcement needed to complement the positive progress which should be apparent on his learning charts. The personal conference is also the time when the teacher can review the appropriateness of the student's prescribed curricula and learning sequence. Individual program plans usually require modification after each ten hours of independent instruction.

It is easy to be tempted to provide Learning Center type materials and say that that is a Learning Center careful attention to record keeping and to the individualized conferences on learning progress are not ancillary activities, they are the heart of the Learning Center Approach. Without these services the Learning Center would be no more than a traditional classroom laced with programmed instructional materials. (For a more complete description of Learning Center operation see Appendix A.)

Learning Center Materials

General library holdings must be expanded to supplement Learning Center materials. As previously stated, general library resources should reflect a wide range of interests and reading levels. These

materials are necessary for fledging learners to apply and practice their new skills. The presences of materials which are conducive to the development of wide range independent reading is fundamental to on-going skill development. Specifically, each set of instructional material can be keyed to other library resources which will enrich and expand each component of the instructional program. Through this type of "parallel programming" an adult can often be induced to make the frequently forboding step from basic instruction to the "real" books which relate to his studies and growing interests.

As the Learning Center grows, the library will likely become a markedly different kind of place. As demeanor changes, expectancies, responses and behavior will also change. Once the library begins to meet the needs of undereducated Americans, attitudes and responses to it will change. The library will be viewed as a viable, contemporary community resource. This should set-off a perfectly delightful self-fulfilling prophecy.

APPENDIX A

Developing a Learning Center in A.B.E.

Donald W. Mocker and John K. Sherk

Interest in Adult Basic Education has steadily increased culminating recently in former Commissioner James E. Allen's assertion that in the next decade the nation's highest educational priority will be the eradication of illiteracy. Inherent in this assertion is a realization that poverty and lack of education are inextricably bound together in our advanced technological society. A man who cannot read, write, and think simply cannot function in any job today, no matter how many opportunities are provided him.

With the relatively recent concern of the federal government in this area followed by rather large infusion of federal money, specialists from social science disciplines, heretofore working outside the traditional framework of Adult Education, have begun to devote time and effort to this field.

One of the important results of the input made by specialists from these disciplines is that the traditional approaches used in Adult Basic Education classes are not appropriate. Specifically, it has been shown that the traditional format of Adult Education classes, which, like the public school model, stresses whole-group instruction and lock step pedagogic sequences, is a cause rather than a cure for the problem of under-education. Whereas individually prescribed learning programs are an amportant innovative aspect of modern public education, they are absolutely essential for the undereducated adult because it is impossible to group adult students homogeneously in the classroom.

The following is an effort to provide further impetus to the movement towards individualization of learning for the adult. It represents, at the present time, the most promising alternative available for accomplishing this goal.

Guidelines for the Development of a Learning Center in ABE

The guidelines for the development of an ABE Learning Center are divided into two broad categories: Teacher Training and Curriculum. It is pointed out that inherent in each category is the encompassing of and concern with students, their responses, their goals, and their attitudes.

The guidelines which follow are to be considered only as indicators of factors which should be taken into consideration when a Learning Center is being established. They are not specific and rigid rules which apply in all cases; they are more in the nature of reminders for proposal writers to provide for in planning and financing.

A. Teacher Training In the Learning Center Approach

1. Definition of Teacher Role in the Learning Center Approach in ABE

One of the most important tasks in teacher training for the Learning Center approach is the specification of the new or changed role of the teacher. Some of the specific aspects of the role of the Learning Center teacher or coordinator are outlined below:

a. Diagnosis and Interview

The teacher must meet students on an individual basis from the beginning. The teacher must be trained in interview procedures and in diagnostic testing and placement testing.

b. Planning to Meet Goals

The teacher must review the diagnostic results with each student, discuss, and agree upon a program of activity which will meet the needs and achieve the goals they

(student and teacher) have mutually agreed upon and understood.

c. Scheduling

In the Learning Center approach to ABE, the student is given the opportunity to work in the center at his convenience. Most centers maintain an open-door policy from early morning until late evening. With this plan in operation, one of the important aspects of the roles of the teacher is to make sure the student has scheduled himself adequately so as to meet his goals. If for example, the student is not progressing at a satisfactory rate, it may be that he is not spending enough time in the center. In this case, the teacher would meet with the student, explain the problem and hopefully convince him to come to the center more frequently. Record keeping and attendance records are vitally important in this approach. Therefore, the prospective Learning Center teacher or coordinator needs specific in-service training in this regard.

d. Knowledge of Programmed Instructional Materials

Since the program of each student is unique, much or in most cases, all of his instruction takes the form of programmed instruction. In order to function effectively, the teacher in the Learning Center must be familiar with the theories of programmed instructional material. While it is not necessary for the teacher to be familiar with the entire content of any program the teacher must be familiar with the mechanics of it, must be able to intervene in the program effectively, and must know how to shift the student

from one set of programmed instructional materials to another within a subject area or from one subject to another.

e. Record Keeping and Follow-up

Frequently the teacher must meet with the enrollees for the purpose of keeping records up to date as to attendance, amount and quality of work completed, testing, planning, and reporting. By meeting frequently and individually with the teacher, the student feels his progress is important and that he has someone with whom he can communicate. This activity is absolutely essential in the Learning Center approach because it is the key to motivation. Without careful attention to training teachers in record keeping and follow-up, the Learning Center approach would be nothing more than a regular classroom approach with programmed instructional materials.

2. Recruitment

One basic element to be taken into consideration in training teachers for the Learning Center is the role the teacher assumes in recruitment of students. Traditional approaches used in student recruitment have had only limited success in some areas. In considering the establishment of a Learning Center, thought should be given and ways should be specified concerning how the Learning Center coordinator or teacher will be employed in recruitment of students.

Some methods which the coordinator or teacher may use are the following:

a. Newspaper advertisement
b. Radio and TV announcement
c. Contacting community agencies such as public schools, welfare agencies, unions, businesses, fraternal organizations, churches, civil rights groups, and hospitals
d. Neighborhood classes
e. Armchair classes

3. Teacher-Student Interaction Patterns

It is scarcely adequate to have indicated specific aspects of the Learning Center operation in which the teacher or coordinator is to be trained without also indicating some facets of the interpersonal and intrapersonal relationships between teacher and student which are desirable in this approach. The following section deals with the very crucial problem of orienting the Learning Center teacher towards relating positively with the student.

a. Goal Setting

One of the first problems the teacher in the Learning Center will face is that of helping the student to conceptualize his goals of both long and short term duration. Characteristic of most undereducated adults' goal-setting behavior is the tendency to focus too narrowly upon a specific goal and fail to realize the necessity of including other goals which will make his life richer and his primary goal easier and more certain of accomplishment.

b. Selecting and Starting Programs

Once having helped the student set his goals, the teacher in the Learning Center must be able to assist the student in

selecting some instructional materials which will move him towards his goal. The teacher should be able to explain the various programmed instructional materials to the student and explain to him what he should be able to do when he completes a particular program. The teacher in the Learning Center should also be able to help the student organize his programs in step fashion, one program leading into another at successively higher levels of achievement.

c. Modifying Student Attitudes

The essential task in this type of student-teacher interaction is to show the student that he is capable, despite his previous experiences of attaining his goals through his own efforts. This is accomplished partly by reinforcing his success experiences with his programmed instructional materials, partly by verbal reinforcement of his faithful attendance, and partly by informing others in his life of his efforts and his successes in his educational endeavors. Some Learning Center teachers have instituted "graduation" ceremonies for persons who have completed their GED examination. Others have sent letters to parents, husbands, wives, and employers stating that the student had made good progress, should be encouraged, and should be recognized in some way for his efforts to improve himself. Having stated this principle of modification of students' attitudes, nothing can take the place of the teacher's warm, accepting, and reinforcing role in face-to-face, day-to-day interaction with the student.

d. Encouraging the Student To Go Further

Because the curriculum of the Learning Center is organized around programmed instructional materials, it is possible to

organize these programs within subjects and between subject areas in step fashion. Therefore, students who have successfully completed some of the lower steps can be directed into more concentrated study of subjects in which they have developed an interest at succeeding higher levels of difficulty. Every program in the Learning Center can be keyed to a list of reference books or instructional programs which will elaborate upon and stimulate his basic interest. It is only by capitalizing upon his intrinsic motivation to learn that the student can be taken (or take himself) from the basic skills to the elaboration and application of these skills in content areas.

B. Curriculum Development Model in the Learning Center Approach

Much of what has been done in curriculum building in Adult Basic Education has been the result of an uncritical examination of the assumption that what is good curriculum for public school pupils is good for adults also.

Any adult educator would be well-advised at this step to not let this assumption go further unexamined. In the establishment of a Learning Center designed to serve the adults in a particular community or area, the question of how the adults are to be served becomes the single most important question to be answered at the onset.

For this reason, then, an alternate to the traditional method of curriculum construction is now suggested.

The adult educator who embraces the Learning Center concept does not start with the assumption that he knows what adults need to learn. Rather, he takes the position that adults need to learn many

things, not all of which are possible to place within the curriculum of Adult Basic Education. While he acknowledges that mastery of certain skills is prerequisite to any meaningful progress toward educational or vocational goals, the Learning Center advocate believes the individual student is the best source of reliable information about the specific content of the curriculum which will meet his needs. Further, he believes that individuals are so different that no single curriculum can be constructed to meet the needs of a group of adults. He therefore takes the position that the student with the help of his teacher must create his own curriculum as he goes and that each student will have a curriculum different from other students in significant ways.

The mechanism used by the adult educator in the Learning Center to achieve this individualized approach is programmed instructional material, self-directed and self-corrected learning sequences. The criteria for choosing which programmed materials are to be included in the Learning Center become those which meet the needs of the students attending the center.

It should be emphasized that the process of developing a Learning Center curriculum is an orderly one. First, it is necessary to know something about the potential group of adults who will utilize the Learning Center. The size of the potential student group, their background, the likelihood of being employed and the type of employment they might get, the range and depth of their educational experiences, the social-economic level of the student group, the availability of community resources relevant in the development of the Learning Center, the hours which most students might use the Learning Center, and the general attitudes toward education held by the student groups. These are some of the things which need to be taken into consideration when planning the establishment

of a Learning Center. Probably the best way of obtaining such information is by conducting a thorough survey of the situation. Once the survey has been completed, a specific process of curriculum developed may be put into action.

Selection of Basic Skills and Subjects for the Learning Center Curriculum

Out of the information obtained from the preliminary survey mentioned above, the adult educator should select the most basic skills and subjects upon which to focus the curriculum of a Learning Center. This implies a decision-making process involving which subjects and skills will be included and which will not be included. The difference between this procedure and the traditional procedure is that decisions in this case are made not upon a prior knowledge of the adult educator, but upon the basis of information about the potential student population. At all times the selection is made with the understanding that the Learning Center curriculum cannot contain all that adults need to learn; rather, the decisions are made on the basis of what are the most relevant kinds of skills and learning for the particular group to be served.

Development of Basic Concepts in Skills and Subjects

After the decisions on skills and subjects comprising the Learning Center curriculum have been made, the specification of basic concepts within each skill and subject are to be identified. For example, if math is identified as a basic skill and is to be included in the Learning Center curriculum, the task is to specify those basic concepts within mathematics which the curriculum will be designed to teach the student.

Stating Learning Objective Reflecting Mastery of the Concepts Specified

After the basic concepts in each subject and skill area have been specified, statements reflecting what the student will be able to do when he

masters the concept must be made. For example, if a basic concept in reading is identified as "Syllabication," then the specific behaviors which the student should be able to display when he masters the skill must be specified. In this case, master of skill in phonics, structural analysis of words, and dictionary would be included.

It would be impossible to accomplish this step in the construction of curriculum for the Learning Center if much of the work in the specification of behavioral outcomes in the mastery of key concepts were not already completed.

Selecting Programmed Instructional Materials to Meet Stated Learning Objectives

Developers of Learning Centers must pay particular attention to the quality of the programmed instructional materials they place in the Learning Center because it is the programmed instructional material itself which carries the burden of the actual teaching. Programs should be selected on the basis of two kinds of validity: (1) internal validity (does the program state what it will teach the student and does it do that?), and (2) external validity (does the student accept the program contents, does he derive satisfaction from working with it, or does he, despite its quality and internal validity reject it for other reasons?)

In addition to the publishers' information, there are also validating criteria in the form of checklists which can be obtained and applied to any set of programmed instructional material. While many such checklists are available, a sample of such a validating instrument was developed in the Adult Learning Center of North Carolina State University by Dr. J. B. Adair. It is strongly suggested that a validating procedure precede the purchase of any programmed instructional materials.

Educational Technology in the Learning Center

There has been a tremendous increase in the amount of hardware available for use in educational settings of all kinds. Because of this increase, guidelines regarding the use of this equipment should be established. Failure to set forth these guidelines may lead to an undesirable over emphasis upon hardware in the Learning Center. Examples of these guidelines can be obtained from existing Learning Centers.

Physical Control of Programmed Instructional Materials, Inventory, Ordering New Material, and Equipping the Learning Center

Built into each Learning Center must be a set of procedures which detail how the center will operate. Staff members should give consideration to how (by what procedures) a student obtains his instructional materials, whether he may take them home, or only work on them at the center, whether he may consume the material, or whether the work he does is on separate sheets, how supplies are ordered, and what priorities are set for the acquisition of materials, supplies, and equipment for the Learning Center. These "rules of housekeeping" should be written so that all staff members of a Learning Center will function in a consistent fashion.

Integration of the Learning Center Programmed Instructional Materials with a Library Resource Center

Whatever decisions are made concerning curriculum to be included in the Learning Center, these curriculum areas should be backed up with library resources which will enable the student to elaborate upon his basic learnings in a subject.

Each set of programmed instructional materials can be keyed ahead of time to a set of resource materials and readings which elaborate upon basic learning written for the program itself. In this way, when a student who is working on a particular program, for example, is sent to the library resource

center, he can be taken directly to a shelf of books and other resource material which is relevant to what he has been studying in his program. This material can be geared to his skill development levels, so that he is not given material as resource material which is beyond his current mathematical or reading developmental level.

In the very best sense, the library resource center is an integral part of a mature and well developed Learning Center.

Be a Little Instigator!

The word "supportive" is most often used by librarians to define the role of the library. This consensus among librarians has led to popular acceptance of the library as a resouce and support agency. A very noble and unassailable role. This paper speaks to those librarians who feel that they have outgrown the role of mere keepers of our cultural wares. Those librarians who feel otherwise need not feel guilty. Many a retired man makes an honest living guarding a warehouse.

The Library as Instigator and Certificator

It has been said that selective reading in any field for fifteen minutes a day over four years would produce a specialist in that field. Whether this be precisely true or not, is really not relevant to the moment. The fact is that if a person has average intelligence and fair reading competence, there is almost nothing which is known which he could not acquire knowledge of through systematic reading over an extended period. While this observation should not astound anyone, it is at least, a little difficult to understand why the library has not capitalized on this clear fact. The library could instigate and certificate planned independent study. Let us look briefly at the potential audience and the mechanisms for doing this.

A thirty-five year old fireman is due to retire in less than ten years. He will still be in the prime of his life. With the help of a librarian, and anyone of many professionals under contract to offer part time assistance for this purpose, this man could plan a five-year independent study program. Again, with professional help in test construction, the librarian could periodically administer achievement tests and award a criterion based certificate attesting to completed work.

Anticipation of a second career would only be one category for people in independent study. Other reasons for independent study would include preparation for job promotion, development of an avocational interest or hobby, or simply interest in broadening personal horizons.

Incentive Value and Structure

The organization and prescription of study followed by a certificate of achievement provides a much needed incentive and a structure for independent study. The prospect of being able to indicate "expertise" has a strong human appeal. In some cultures a man is addressed by his name and all of his certificated credentials: "Guten morgen, Herr Jochen Richter, mit einer meister diplomate in psychologie und pedagogie." Amusing perhaps, when stated in a context which implies parody, but titles and certificates are part of the rituals through which we ward-off the inescapable fact of our existence. We need them. The library should award them.

Variables to be Dealt With

In order to effectively implement a certification program the library must gear-up, both in terms of personnel and instrumentation (appropriate tests and instructional equipment). Several learning factors must be assessed in order to help an individual to plan a suitable course of study:

The individual's time schedule: when can he work? when should his work be completed?

The individual's interests: research has shown a relatively low correlation between a man's stated interests and the things he will read. The librarian must help "students" to recognize the difference between real and ceremonial interests; "I just love

Shakespeare." The librarian must also develop "samples" to help individuals to develop interests. Samples are brief study packages which can be completed within a very short period of time, e.g., three days.

Commitment: In a real way, interest and commitment are reciprocals of one another. Commitment to pursue independent study is not easy to assess. Both interests and ability to make a commitment are functions of maturity, prior success and the incentive value of the reward. Over simplifying, it is possible to say a "passing" grade on trial material is the best single measure of "commitment." It is a recognized truth that the best measure of future learning is former learning. It may seem insensitive to judge commitment to study on performance on an impersonal test. If the goal, however, is to teach "independence" then, it may be quite appropriate. In order for a student to develop independence he must learn to key his rewards to some measure which gives him honest feedback on his achievement. Most people who behave neurotically relative to need for achievement have never really learned to measure and accept their own achievement, they are people who are seeking the approval of others. If certificates are awarded for effort, as they often are in school, they will become meaningless. A clearly designated goal with an open-ended option for continued effort is an invitation for pursuit. Accommodating differences in learning rate, style and purpose should not imply dilution of the criteria for a given type of certificate.

Competence: All goals and study schedules need to be tempered by the skill that an individual brings to the situation. Clearly a fifth grade level reader should not be led to pursue a certificate in the

study of physiological psychology. Through the careful choice of books, and with study support, however, a fifth grade reader could tackle some rather esoteric themes. Furthermore, any reading, for any purpose, is likely to improve reading ability measurably. That is to say, the mere pursuit of an independent study certificate should have a positive influence on basic reading and study skills.

Stated Purpose: There is perhaps no observable phenomenon more extraordinary than a man with a "purpose." An individual who has found a purpose is a man in motion. There is, in truth, a scarcity of unencumbered, clear, uplifting "purposes." Helping someone find one is, in itself, perhaps the most invigorating purpose. Not only is it the ultimate act of friendship and good counsel, but makes the contributor feel needed; another basic human need.

The librarian who works closely with individuals helping them to find goals will enjoy a whole new sense of worth.

Our Purpose

We sincerely hope that these four papers have helped you, the librarian, to discover some new uplifting and approachable "purposes." It would be particularly gratifying to us if we also were able to provide you with some ideas which might help you to realize the purpose for which we are gathered: to seek means by which the library can serve a more explicitly educationl function--particularly with reference to advancing the cause of total literacy.

We are grateful to you for extending to us the invitation; it has provided us with a sense of purpose.

About the Authors.....

Anthony V. Manzo, Ph.D., Associate Professor, Reading Center staff member, Supervisor of the College and Adult Improvement of Learning Program, University of Missouri - Kansas City. (Dr. Manzo served as chief liaison and coordinator for the development of these papers.)

John K. Sherk, Jr., Ph.D., Associate Professor, Director of the Reading Center, University of Missouri - Kansas City.

Robert E. Leibert, Ed.D., Associate Professor, Reading Center staff member, University of Missouri - Kansas City.

Donald W. Mocker, M.A., Instructor, School of Education, and Adult Basic Education Specialist, the Division for Continuing Education, University of Missouri - Kansas City.